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AN EXAMINATION OF THE DEVELOPMENT OF PERSONAL POWER
AMONG TRAINEES AT VARIOUS STAGES OF THE
COUNSELOR EDUCATION PROCESS

by

John E. Welburn

Submitted in partial fulfillment of the requirements

for the degree

Doctor of Education

Executive Counselor Education and Supervision Program

School of Education

Duquesne University

August 2002

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John E. Welburn
2002

Abstract

The study investigated the effect that participation in counselor training had on the personal power levels of 45 student volunteers representing three levels of counseling training. Group I (Beginning level) consisted of 15 students beginning counselor training, Group II (Practicum level) was comprised of 16 students beginning the practicum experience, and Group III (Graduating level) was consisted of 14 students graduating from the counselor training program. Individual assessment of personal power levels was accomplished utilizing Hagberg's Personal Power Profile, a 72 question instrument designed to measure individual personal power levels. The six stages of personal power that the instrument is designed to measure are Stage I "Powerlessness," Stage II "Power by Association," Stage III "Power by Symbols," Stage IV "Power by Reflection," Stage V "Power by Purpose, and Stage VI "Power by Gestalt." Significant differences in personal power levels among the student groupings were found to exist in Stage II "Power by Association," Stage V "Power by Purpose," and Stage VI "Power by Gestalt," indicating that participation in counselor training did have an effect on the students' personal power development. Insignificant differences were noted among group personal power levels in Stage I "Powerlessness," Stage III "Power by Symbols," and Stage IV "Power by Reflection." indicating that participation in counseling training had little effect on the students' personal power development in those stages. Conclusions reached support the belief that participation in counselor training does have an effect on students' personal power development and may form the basis for future personal power development in those individuals.

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ACKNOWLEDGMENTS

Music is created by musicians working in concert.

To the people who made it all possible.

Joseph F. Maola, PhD - Mentor, Colleague and Friend. - Thank you for your expertise, guidance, encouragement, patience and belief in me that made it all possible.

Theresa Welburn - Loving wife and part-time secretary. - Thank you for your understanding, support, encouragement, strength, patience and love that sustained me during this journey.

Timothy Rusnak, PhD - Valued Committee Member. - No dissertation is the work of one individual rather it is a collaborative effort of many great minds. Thank you for your input and guidance.

Robert M. Wilson, PhD - Mentor, Colleague, Co-worker, and Friend. Thank you for your expertise, guidance, encouragement and support without which none of this would be possible.

Mildred D. Lane, EdD - Alpha Cohort Member, Colleague, and Friend. Thank you for the support and encouragement that provided me with the strength in overcoming obstacles during the creation of this project.

CHAPTER I

INTRODUCTION

In this investigator's experience, a theme that often surfaces during discussions with practicing counselors is a general agreement that counseling professionals experience a great deal of personal growth throughout their careers, (i.e., from entry into graduate training programs to their present status). "Personal growth" is synonymous with certain developmental changes or stages that occur during the progression from novice to professional counselor. It is this investigator's belief that "personal growth" is in reality the developmental process of professional growth. To be more specific, it is the acquisition of skills leading to increased professional competence with a corresponding increase in, what Hagberg (1994) has termed, "Personal Power."

Ronnestad and Skovholt (1993) have indicated that much of the research accomplished in counselor supervision focuses on the developmental process and progression leading to professional competence. For 15 years, this paradigm has dominated the study of Counselor-Psychotherapist development and supervision (Ronnestad and Skovholt, 1993). Lerner (1986) pointed out that regardless of philosophical and theoretical orientations there are certain features in the concept of counselors' professional development. These are (a) development always employs change of some sort, (b) the change is organized systematically and (c) the change involves succession over time.

Models of counselor developmental progression and supervision have received a great deal of attention in the research literature over the past decade (Quarto, 2000). Proponents of developmentally oriented models maintain that trainees progress through a

series of developmental stages prior to emerging as mature, competent counselors (Loganbill, Hardy and Delworth, 1982); (Stoltenberg, 1981); (Stoltenberg and Delworth, 1987).

While many experts believe that there are stages in the development of counselor trainees, there is no agreement regarding when these stages occur in their developmental progression. For example, Stoltenberg (1981) proposed a four stage model of trainee development; later Stoltenberg and Delworth (1987) condense the four stage process into a three stage model. Further, much research has supported the presence of a two stage model (Reising and Daniels, 1983); (Wiley and Ray, 1986). Finally, Ronnestad and Skovholt (1993) advocate an eight stage model that focuses on counseling development from the conventional stage (pre-student years) through the integral stages (retirement). These discrepancies raise questions regarding which conceptualization of counselor development and supervision most accurately reflects the true state of affairs.

Despite the fact that differences exist among supervisory models, the overall growth progression is the same – trainees demonstrate change, from beginning students with limited skills and insights to skilled practitioners who have gained a broad repertoire of counseling skills and an expanded understanding of human dynamics and the counseling process. Since many researchers have established and evaluated the characteristics of trainees across experiential levels, it seems that the next logical step would be to determine what factors keep them moving along the developmental continuum.

Examination of the concept of Personal Power reveals that Personal Power is achieved through a developmental process. Hagberg (1994) describes six stages of

Personal Power. These stages are (a) Stage I - Powerlessness, (b) Stage II -Power by Association, (c) Stage III - Power by Achievement, (d) Stage IV - Power by Reflection, (e) Stage V - Power by Purpose, and (f) Stage VI - Power by Gestalt. Hagberg (1994) maintains that the individual progression through these stages is based upon knowledge and experience gained in previous stages (i.e., when the individual has internalized the learning and experience pertaining to a particular stage, only then can he/she proceed to the next stage of Personal Power). This progression is similar to the developmental stages that counselors experience in gaining professional competence.

Personal power is achieved through a developmental process. The stages of the process consist of the six stages (categories). For the purposes of this study, the investigation is to determine if there are differences within the categories for individuals at various aspects of their training. This study does not examine development of personal power across categories but only differences in levels within the categories.

This investigator believes that the similarities between the counselor growth process and the acquisition of personal power promotes the possibility that both develop simultaneously during counselor training. This study is directed toward ascertaining if levels within these categories of personal power are more prevalent at different aspects of the counselor training.

Statement of the Problem

For the purpose of this study, this investigator intends to determine if there are differences in levels of personal power at different stages of counselor training. This study will focus solely on counselors in training and the acquisition of personal power.

Rationale

Brems (1999) maintains that therapist traits are of primary importance in facilitating the therapeutic process between counselor and client. Therapists, like all people, manifest a number of traits in life interactions that either are innate, learned, or developed over the years. For therapists to be maximally effective, they must develop an inventory of traits that reflect a combination of personal and technical competence that is compatible with working with people (Cormier and Cormier, 1991). Brems (1999) identifies these traits as positive therapist traits.

The positive therapist traits that are conducive to the formation and the maintenance of the counseling relationship are:

- self-respect and self-esteem
- ability to set and enforce limits and boundaries
- self-awareness and willingness for self-exploration
- open-mindedness about values, behaviors, and approaches to life
- restraint from imposing own values, standards, or beliefs
- cultural and gender sensitivity
- awareness of the impact and manifestation of prejudice
- respect for clients' needs and wishes
- empathy and willingness to listen
- tolerance for ambiguity and tentativeness
- truthfulness to oneself
- awareness of personal style
- neutrality and maintenance of appropriate personal boundaries

- ability to delay gratification of own needs
- ability to put own feelings (arising from personal issues, not therapeutic interactions) on hold
- personal mental health and presence of self-care skills

This investigator believes that the formation of positive therapeutic traits, like all personal development, is a learned process similar to the acquisition of personal power where knowledge, experience and self-confidence gained at one level provides the impetus for movement to the next higher level. Also, that many of Brems' (1999) positive therapist traits are strikingly similar to the characteristics exhibited by individuals having attained higher levels of personal power (i.e., Stage IV - Power by Reflection, Stage V - Power by Purpose, and Stage VI - Power by Gestalt).

If similarities exist between the counselor's positive therapeutic traits and certain characteristic behaviors exhibited by people having high levels of personal power, then counselors who have attained higher levels of personal power would be more effective at establishing and maintaining counseling relationships with clients, than counselors found to have lower personal power levels. Since the counseling relationship provides the basis for successful therapeutic interaction between counselor and client (Brems, 1999), this study is directed toward establishing if differences (i.e., possible increases) in personal power categories occur during counselor training.

Significance for the Study

The results of a study linking the developmental stages of counselor training and the developmental stages of personal power acquisition could benefit the counseling profession in a number of ways.

Counseling students could profit from the knowledge and understanding of their present personal power stages. During the academic phase of their training, students could be examined to determine if they have reached the personal power stages that would provide the necessary self-confidence for a successful experience in the clinical phase of this training (i.e. Practicum and Internship). Hagberg (1994) implies in the Descriptions of Personal Power Stages II through VI that self-confidence develops along with personal power acquisition.

Counseling supervisors who have fore knowledge of their trainees' personal power levels as well as how these levels impact the supervisory process can adjust their supervision to maximize both skill development and personal power acquisition. Hagberg (1994) believes that people at each stage level in the personal power continuum exhibit certain characteristics unique to that stage. Example: Stage II characteristics are "learn the ropes," "supervisory dependence," and "beginning of self exploration." Whereas Stage III individuals are "ego-centric," "realistic and competitive," "expert and ambitious." Supervisory styles that are successful for Stage II counselor trainees would impede progress when used on Stage III trainees.

It would also be important to determine if students, having reached high levels of personal power resulting from exposure to a training program stressing both clinical skill and personal power development, are more effective in establishing and maintaining therapeutic relationships with their clients. Hagberg (1994) in describing the characteristics of Stages IV, V and VI uses descriptors such as Competent, Reflective, Strong, Understanding, Caring and Accepting. Many of these attributes parallel or are

included in Brems' (1999) list of positive therapist traits for the formation and maintaining counseling relationships.

Hagberg (1994) maintains that burnout among members of the helping profession can be reduced if these practitioners have gained the ability to operate beyond personal power Stage III. This investigator believes that while this may be an area for further research, knowledge of burnout reduction through personal power acquisition might prove useful to graduating students.

The results of a study linking personal power acquisition and counselor development would be an important addition to existing screening mechanism for prospective counseling students. It could determine readiness for entry into counselor training based, in part, by the candidate's personal power level. Example: Applicant students in Stage I "Powerlessness" may not be ready for training, whereas students found to be in Stage II "Power by Association" or Stage III "Power by Symbols" might prove to be prime candidates for counselor training based upon readiness to expand their power base.

Research Question

The research question for this study concerns counselor trainees and the development of personal power. Is there a difference in the personal power level of counselor trainees at the beginning of training, at the beginning of the practicum experience, and at the end of training?

Hypotheses

The hypotheses of this study are:

1. There is no significant difference in the level of “Powerlessness” among counselor trainees who are beginning training versus those who are beginning practicum versus those who are completing the training program.

2. There is no significant difference in the level of “Power by Association” among counselor trainees who are beginning training versus those who are beginning practicum versus those who are completing the training program.

3. There is no significant difference in the level of “Power by Symbols” among counselor trainees who are beginning training versus those who are beginning practicum versus those who are completing the training program.

4. There is no significant difference in the level of “Power by Reflection” among counselor trainees who are beginning training versus those who are beginning practicum versus those who are completing the training program.

5. There is no significant difference in the level of “Power by Purpose” among counselor trainees who are beginning training versus those who are beginning practicum versus those who are completing the training program.

6. There is no significant difference in the level of “Power by Gestalt” among counselor trainees who are beginning training versus those who are beginning practicum versus those who are completing the training program.

Definitions

The meaning of the term “Power” has become distorted as a result of imprecise usage throughout history. For the purpose of this study this investigator will adhere to Hagberg’s (1994) assigned definition of “Personal Power.”

“Personal Power is the extent to which one is able to link the outer capacity for action (external power) with the inner capacity for reflection (internal power). External Power is the power derived from external sources represented by organizational and political position, expertise, titles, degrees, control, materials goods, responsibility and ability while ‘inner power’ is power developed from introspection, personal struggles and gradual evaluation of the life purpose, and from accepting and valuing one’s self.”

In Hagberg’s theory, personal power takes on different appearances at each of six separate stages. These stages are: Stage I Powerlessness, Stage II Power by Association, Stage III Power by Symbols, Stage IV Power by Reflection, Stage V Power by Purpose and Stage VI Power by Gestalt. These stages represent categories having particular descriptive characteristics. Each stage is a separate entity within which development can occur.

Hagberg further elaborates that the six stage model is based upon the following assumptions:

- (a) Persons are at various stages of development.
- (b) Power is described and manifested differently at each stage.
- (c) Each stage of personal power has positive and negative dimensions in addition to the developmental levels within it.
- (d) People can be in different stages of power at different times in their lives, and with different people. However, each of us has a ‘home’ stage that represents us more truly than the others.
- (e) People do not proceed to new stages merely with age or experience, both are factors.

(f) These stages describe the development of individuals who live and work in the United States of America in the last half of the twentieth century.

Power by Association – Stage II people’s goal is obtaining power through a process involving education. The characteristics of Stage II people are learning to do necessary tasks (“learning the ropes” and learning the culture), and a strong dependence upon a supervisor or leader. For the purposes of this study, this is defined as a score on the “Power by Association” subscale of the Personal Power Profile.

Power by Gestalt – People at Stage VI can best be defined as “people who see the whole picture.” The description of personal power at Stage VI is “wisdom.” The characteristics of Stage VI people are comfortable with paradox, unafraid of death, powerless (need little tangible power) ethical and on a universal plane (having a larger understanding of the world and the universe than most people). For the purposes of this study, this is defined as a score on the “Power by Gestalt” subscale of the Personal Power Profile.

Powerlessness – The description of power at Stage I is “manipulation.” Powerless people feel they are constantly being manipulated by others, pushed around, helped, controlled, duped, or taken care of, but they find they also depend on these manipulations to get things accomplished or help them acquire things. The characteristics of Stage I powerless people are manipulation (by others), dependence (on others), uninformed (little access to information), assume a low self-esteem and

self-doubt. For the purposes of this study, this is defined as a score on the “Powerlessness” subscale of the Personal Power Profile.

Power by Purpose – Stage V people can best be defined as people with “vision.” They can see beyond the obvious and look with an inner eye (i.e., the ancient symbol for inner vision and wisdom). Although Stage V people may be involved in organizations, their self image is beginning to extend to the larger world often taking on philanthropic behaviors to the community. Characteristics of Stage V people are self-accepting, calm, visionary, humble, confident of life purpose, generous in empowering others, and spiritual. For the purposes of this study, this is defined as a score on the “Power by Purpose” subscale of the Personal Power Profile.

Power by Reflection – Stage IV people are entering into a “self-reflective” stage. They reflect their own competence and their own style of operating as opposed to the organizational style. Stage IV people have reputations for honesty, fairness, sound judgment – integrity. Stage IV people exhibit the following characteristics – competent, reflective, strong, comfortable with personal style, skilled at mentoring and showing signs of true leadership. For the purposes of this study, this is defined as a score on the “Power by Reflection” subscale of the Personal Power Profile.

Power by Symbols – Stage III people have achieved success by gaining some sought after external recognition or reward whether it be position, status, credentials, material possessions, salary level or stage of

expertise, by means such as hard work, degrees, luck, inheritance, looks or competence. The characteristics of Stage III people are egocentric, realistic and competitive, expert, ambitious, and charismatic. For the purposes of this study, this is defined as a score on the “Power by Symbols” subscale of the Personal Power Profile.

The Personal Power Profile is a seventy-two question individual self-rating system, (Likert Scale 1 = not descriptive of me to 5 = very descriptive of me), designed to measure an individual’s stage of personal power. It was designed (a) to provide individual insights on stages of personal power, (b) as a preparatory tool for courses on leadership, power and management, (c) as a discussion tool between managers and employees, and (d) as an assessment tool in the course of personal renewal.

For the purpose of this study counseling students will be separated into three groups. Classification is based upon length of training.

Beginning Counseling Students – students beginning training in a CACREP approved masters degree counselor education program. These students will have had no previous counselor training.

Graduating Counselors – students who have successfully completed all the requirements of a CACREP approved counselor education program.

Counseling Practicum Students – students who have completed most of the academic phase of a CACREP approved masters degree

counselor education program, and are beginning the clinical phase of training, (i.e., Practicum experience).

Practicum – A three credit course taken by students beginning the clinical phase of counselor training. It is a supervised, on site, clinical exposure where students can practice and improve their counseling skills.

Counselor Training Program – For the purposes of this study assessments will be undertaken with students enrolled in a mid size Middle Atlantic university (approximately 10,000 total students) 50-60 credits CACREP approved master's degree counselor education program. The counselor education program at this university is divided into school counseling, marriage and family therapy, and community counseling programs.

Summary

This investigator believes that personal growth, as well as the acquisition of personal power, are both products of a developmental process that involves education and experience. Further, counselors in training, as they pass through stages of professional skill development, also acquire a measurable amount of personal power. The focus of this study is (a) to examine what developmental differences occur as counselor training progresses, (b) to identify counselor developmental stages according to skill and mastery, (c) to examine what is involved in the counselor educational process, and (d) to determine if differences in personal power categories occur from participation in a counselor training program.

CHAPTER II

LITERATURE REVIEW

Counselor Developmental Stages and Characteristics

In order to examine what role personal power plays in counselor development, it is first necessary to provide a comprehensive review of the research that provides the basis for understanding the counselor maturation process.

Within the counseling supervisory literature, authors of research studies have examined many aspects of professional growth. A large portion of this literature has been on the concept of developmental stages (Skovholt and Ronnestad, 1992) and Ronnestad and Skovholt, 1993). Models of counselor and psychotherapist development in general, as well as in counselor supervision theory, have been contributed by Ard (1973), Blocher (1983), Fleming (1953), Friedman and Kaslow (1986), Grater (1985), Loganbill, Hardy and Delworth (1982), Neufeldt (1997), Patton (1986), Quarto (2000), Ronnestadt and Skovholt (1993), Skovholt and Ronnestad (1992), Stoltenberg and Delworth (1987), Stoltenberg (1993), and Yager (1982). These works have contributed to improving the pool of knowledge on professional development and supervision within the field of counseling and psychotherapy.

While many supervisory theoreticians maintain that counselor development occurs in stages, there are differences in opinion as to the number of stages and when these stages occur in the counselor developmental progression.

An early systematic analysis of counselor development was Friedman and Kaslow's six-stage model (1986). This six-stage developmental progression accounts for counselor growth spanning the period of internship through the early years of

professional practice. The six stages are: Stage One – Excitement and Anticipatory Anxiety; Stage Two – Dependency and Identification; Stage Three – Activity and Continued Dependency; Stage Four – Exuberance and Taking Charge; Stage Five – Identity and Independence; and Stage Six – Calm and Collegiality. The characteristics of each stage are:

Stage One – Excitement and Anticipatory Anxiety

Stage One begins with the intern's initial acquaintance with the training agency and ends upon contact with either the first client or client information. Marked by diffuse anxiety and excitement, this state creates uncomfortable feelings because the trainee has no specific task on which to focus and bind the anxiety until he/she is assigned a client.

Stage Two – Dependency and Identification

Stage Two begins with the assignment of a case and ends with the trainee's realization that he/she has significant impact on a given patient. This stage is marked by the trainee's lack of confidence, skill, and knowledge about what psychotherapeutic work entails and leads to a high degree of dependency on the supervisor as well as to the idealization of the supervisor's skill and understanding.

Stage Three – Activity and Continued Dependency

Stage Three may begin within several months or a year after a trainee has been doing psychotherapy. It is marked by a direction of growth from passivity and dependence to a more active less dependent mode. It is a shift from being done to, to doing. This shift is observed both in the trainee's supervisory relationship and in the trainee's therapeutic work with clients.

Stage Four – Exuberance and Taking Charge

Stage Four begins with the trainee's realization that he/she really is a therapist. It is marked by the trainee's awareness that his/her psychotherapeutic armamentarium is in a large measure responsible for treatment "cures" and he/she effects.

Stage Five – Identity and Independence

Stage Five signals the emergence of the trainee's own capacity to begin to envision survival without the full support of the supervisor. This stage usually lasts several years. Supervisee initiated power struggles of one sort or another are seen. The stage represents a developmental achievement despite the negativistic phenomena with which the supervisee may be confronted. The trainee is aware of areas in which his/her professional strengths either exceed or seem to exceed the supervisor's.

Stage Six – Calm and Collegiality

Stage Six is marked by both the therapist's sense of calm and stability and by his/her feelings of collegiality with peers, senior staff, and supervisors. This stage is marked by risk taking, reexamining and challenging psychotherapy "truths," and increasingly personalizing his/her own styles of treatment.

In a more recent evaluative paper on the counselor developmental process, Skovholt and Ronnestad (1992) maintain that the developmental continuum occurs throughout the counselor's career, from career choice to retirement years, in an eight-stage progression. These stages are: Stage One, Conventional - considering a career as a counselor (untrained); Stage Two, Transition to Professional Training - first year of graduate school; Stage Three, Imitation of Experts - middle years of graduate school;

Stage 4, Conditional Autonomy - Internship, six months to two years; Stage Five, Exploration - new graduate, two to five years; Stage Six, Integration - two to five years; Stage Seven, Individuation - ten to thirty years; and Stage Eight, Integrity - one to ten years. Further, Skovholt and Ronnestad (1992) discovered that there were themes that were characteristic of these stages of counselor developmental process. These themes are classified as: (a) Primary Characteristic Themes, (b) Process Descriptor Themes, (c) Source of Influence Themes, and (d) Secondary Characteristic Themes.

Primary Characteristic Themes

- (1) Professional development is growth toward professional individuation. (Individuation is a process involving the integration of the professional self and the personal self.)
- (2) An external and rigidity orientation in role, working style, and conceptualizing issues increase throughout training, then declines continuously. (Flexibility occurs through a process of professional maturity.)
- (3) As the professional matures, continuous professional reflection constitutes the central developmental process. (A major method of development across all eight stages).
- (4) Beginning practitioners rely on external expertise (instruction); senior practitioners rely on expertise (experience).
- (5) Conceptual system and role, and working style become increasingly congruent with one's personality and cognitive schema. (In time the individual sheds elements of the professional role that are incongruent with the self).

(6) There is movement from received knowledge (accepting learning from others – i.e., instruction) toward constructed knowledge (conclusions based on experience – i.e., self-analysis of facts and ideas).

Process Descriptor Themes

(1) Development is influenced by multiple sources that are experienced in common and unique ways, (i.e., instruction, research, one own personal life, culture, society, etc.).

(2) Optimal professional development is a long, slow, erratic process.

(3) Post-training years are critical for optimal development. (Experience is a major factor in counselor development.)

(4) As professional development occurs, there is a decline of pervasive anxiety. (Confidence increases with experience and wisdom.)

Source of Influence Themes

(1) Interpersonal encounters are more influential than are impersonal data. (Interpersonal experiences strongly influence professional development).

(2) Personal life strongly influences professional functioning.

(3) Clients are a continuous major source of influence and serve as primary teachers. (Clients have a powerful impact on the professional functioning).

(4) Newer members of the field view professional elders and undergraduate training with strong affective reaction. (Professional elders are of extreme importance to new professionals and tend to be idealized).

(5) External support is most important at the beginning of one's career and at transition points.

(6) Professional isolation becomes an important issue with increased age and experience. (Senior practitioners often experience the loss of their own peer group.)

(7) Modeling/imitation is powerful and preferred early (but not later) learning method. (Senior practitioners have moved from role imitation to a more selective identification process.)

Secondary Characteristic Themes

(1) There is a movement toward increased boundary clarity and responsibility differentiation. (Beginning counselors tend to assume total responsibility for client improvement. With increased experience the professional gains a more accurate perspective of their role in the client's improvement.)

(2) For the practitioner there is a realignment from a narcissistic position to a therapeutic position. (A movement from a power to cure position to a less curative position - i.e., from counselor power to client power.)

(3) Extensive experience with suffering produces heightened tolerance and acceptance of human variability in deciding, coping, and resolving both difficult and simple issues.

Both Friedman and Kaslow (1986) and Skovholt and Ronnestad (1992) papers focus on behavioral characteristics and themes exhibited in the counselor psychotherapist developmental progression from entry into training through journeyman years. In order to gain a more thorough understanding of the particular characteristics and themes exhibited by counselor trainees, it is necessary to examine the instructional, supervisory and consultant literature pertaining to this period of counselor growth.

A great amount of literature has been generated on the trainee developmental paradigm and its impact on the supervisory process in the last twenty years. Some of the major works are Reising and Daniels (1983) dealing with anxiety, dependence, and the technical orientation of beginning students versus the movement toward independence of the advanced level student. Cross and Brown (1983) changes in supervisory method from beginning to advanced students; Fisher (1989) differences in supervisory relationships from beginning to advanced level students; Grater (1985) changes in supervisory focus throughout trainee developmental program; Kagan and Kagan (1990) behavior characteristics and teaching during supervision of counselor trainees; Ronnestad and Skovholt (1993) differences in the supervisory process between beginning and advanced counseling and psychotherapy students; Loganbill, Hardy and Delworth (1981); Stoltenberg (1993); Neufeldt, Iversen, and Juntunen (1995) *The Characteristics and Supervision of Advance Counseling Trainees, Consultant Trainees and Case Conceptualization*.

The consensus of opinion among theoreticians is that many developmental changes occur in counseling students during the period from entry into training through to graduation. Ronnestad and Skovholt (1993) divide this training period into two stages – the beginning student and the advanced student. Students of these stages exhibit particular behavioral characteristics that involve flexibility in the supervisory process.

The primary behavior displayed by beginning students is high levels of anxiety. This anxiety is primarily the result of the large theory–practice gulf, (i.e., the lack of experience in being able to integrate academic learning into the clinical setting (Practicum and Internship). This high anxiety requires a structured supervisory

atmosphere that involves periods of instruction utilizing teaching techniques such as modeling, role playing and instant tactful feedback sessions to both reduce anxiety and increase technical proficiency (Ronnestad and Skovholt, 1993). The supervisory goal is the establishment of an atmosphere where students are exposed to new learning and have an opportunity to sharpen their counseling skills.

On the other hand, at the advanced student level, the essential characteristic is the student's variable confidence – the duality of feeling confident and autonomous and professionally uncertain at the same time (Loganbill, Hardy and Delworth, 1981); (Stoltenberg, 1993). This creates a tension in supervision, a tension usually more intense than at any other developmental stage in training. The gulf between feeling confident at times and professional insecure at other times makes supervision complex at this stage. The advanced stage requires a supervisor to take responsibility to create, maintain, and monitor the relationship with the student. Successful supervision (Ronnestad and Skovholt, 1993) requires at times, periods of structure, and when indicated, a more relaxed collegial type supervisory atmosphere.

Counselor developmental progressions contain many similarities particularly in counseling students' growth patterns from entry into training through the advanced internship levels (i.e., Friedman and Kaslow's (1986) stages one through four, and Skovholt and Ronnestad's (1993) stages two through four). Similarities occurring during this developmental period, this investigator believes, are a product of increased understanding and confidence gained from participating in an educational program that progresses from a highly structured period of instruction and intense supervision to a less structured, more collaborative setting (as students develop skills and self-confidence

increases). A setting where students have the flexibility and freedom to begin developing skills to meet the specialized requirements of the internship site and/or their employing agency or school district.

This researcher believes that the development of trainee self-confidence can best be understood in light of Bandura's (1982) self-efficacy theory, a theory based upon the notion that people's beliefs in their ability to perform certain behaviors successfully is an important mediator of behavioral change.

Self-Efficacy

The central constructs of self-efficacy theory are outcome expectations and efficacy expectations. On outcome expectation "a person's estimate that a given behavior will lead to a certain outcome" (Bandura, 1977, p. 193). An efficacy expectation on the other hand "is the conviction that one can successfully execute the behavior required to produce the outcome" (Bandura, 1977, p. 193). Outcome and efficacy expectations are differentiated because beginning counseling students may believe a certain action will result in a particular outcome but doubt their ability to produce the outcome. Therefore, early counseling trainees may understand that such techniques as paraphrasing and reflection are important skills to facilitate communication but feel uncertain about their ability to use these techniques in a clinical setting. With increasing successful experiences during training, master's-level practicum students were observed demonstrating increased levels of self-efficacy over the course of a semester (Johnson, Baker, Kopala, Kiselica, and Thompson, 1989). Sipps, Sugden, and Favier (1988) examined how self-efficacy varied by experience level and found that third and fourth year graduate students possessed stronger self-efficacy beliefs than first and second year

graduate students. Likewise, Larson, Suzuki, Gillespie, Potenza, Bechtel, and Toulouse (1992) found counselor trainees enrolled in a practicum course scored significantly lower on a measure of counseling self-efficacy than either master's-level counselors or doctoral-level counseling psychologists. It is possible to conclude from this research that increased experience may be responsible for increased counseling self-efficacy that establishes a necessary foundation for professional growth.

Counselor Training

This investigator believes that student training is a highly complex and stressful period in a counselor's developmental continuum. For this reason it seems beneficial to present some of the recently generated literature in the pedagogy of counseling. This, in order that the reader can gain a better understanding on how the counseling profession is attempting to treat this difficult phase of counselor evolutionary process.

Nelson and Neufeldt (1998) embrace and endorse a set of content areas and competencies that are vital to counselor preparation. They believed students should be trained in basic interpersonal skills, a set of personality theories that pertain to practice, group processes, multicultural issues, career development, ethics, and legal issues. In addition, students must know how to read and evaluate research; they must undertake study in areas relevant to their preferred specializations, such a community, mental health, rehabilitation, chemical abuse and marriage, and family counseling.

In searching the ERIC database for counselor education publications that included terms such as pedagogy, counselor education and training, and teaching counseling skill development, counselor practicum/internship yielded studies on topics such as training in counseling skills, case conceptualization, cognitive skills, group process and

personal/impersonal awareness, ethics, theory, research, and consultation, marriage and family therapy, and multicultural training. Most of these studies propose training models that purported to enhance student abilities in each of these domains.

Counseling Skills

Many of the studies found in the training domain concur that basic skill training was of paramount importance. Examples of some of the many studies found on Counselor Skill Development are Robinson and Kinnier (1986) found that a self-instructed model for learning basic paraphrasing skills and response leads was successful as traditional classroom teaching methods. Thomas and Bostrow (1991) demonstrated that computer-interactive instruction of counseling techniques resulted in strong recall abilities on posttest measures of knowledge of techniques. Cummings (1992) demonstrated the efficacy of a specific training model in developing students' ability to introduce experiential techniques into the counseling relationship. Furr and Barret (2000) present a model for teaching group counseling skills to master's-level students. Toman and Rak (2000) discuss the use of cinema in counseling skill development.

There were also studies pertaining to clinical skill development in practicum and internship training. Levitov, Fall and Jennings (2000) explore how counseling students gain valuable counseling experience by working with actors who are trained to serve as clients. Larson, Clark, Wesley, Koraleski, Daniels, and Smith (1999) discuss the use of videos versus role playing to increase skill development and counseling self-efficacy in counseling trainees. Starling and Baker (2000) discuss a structured peer group practicum supervision model utilizing a systematic peer interviewing process as a means of developing counseling skills in supervisees. Four general themes emerged during these

practicum supervision sessions: (a) supervisees' confidence increased, (b) the supervisees' goals became clearer, (c) confusion and anxiety decreased during the practicum experience, and (d) feedback from peers enhanced the supervisory process.

This investigator believes that peer group supervision is an effective method of practicum and internship supervision, and in agreement with Hillerbrand (1989) who suggested that "the skills of members of supervision groups that included fellow novice counselors are more likely to be enhanced than the skills of members of groups that allow novices to interact only with experts." Hillerbrand (1989) believed that novices are more useful models for each other than experts because: (a) They are better reporters on their performance than experts who have reached the a stage of performing their skills overtly, making them more difficult to detect, (b) novices may communicate with each other in ways that are easier to understand than communication from experts (as also noted by Starling & Baker, 2000), and (c) novices may be better than experts at understanding the nonverbal cues of other novices.

Case Conceptualization

Another area of counselor development that has received much attention in the literature is case conceptualization. Concerns about students' abilities in clinical hypothesis formation has been expressed (Holloway and Wolleat, 1980), (Loganbill and Stoltenberg, 1983). More recent studies continue to address the problems of training in these skills. Murdock (1991) developed a case conceptualization model for training students how to think through the applicability of a particular counseling theory to various client issues. Schwitzer (1996) advocated the use of an inverted pyramid model that provides counseling with a step by step approach to decision-making. Neufeldt,

Iversen and Juntunen (1995) proposed a semester teaching program organized around a case conceptualization model that incorporated the designation of the client, information gathering including cultural and socio-economic components, problem-setting, and careful development of change strategy agreed to by client and counselor.

Britton, Cimini and Rak (1999) report on a master's-level course for teaching counselor trainees methods of HIV counseling using the case conceptualization model. Ladany, Marotta and Muse-Burk (2001) report on counselor experience's import in relation to complexity of case conceptualization and supervision preference. It is clear that the counseling profession is concerned about the trainees' ability to accurately assess their clients and make sound clinical decisions.

Cognitive Skill

An important value in counselor education is promoting student development of strategies for understanding and addressing client issues. Counselor educators are continually attempting to improve methods of assisting students in developing strong conceptual skills. Consequently, there is a large body of literature generated with cognitive strategies that enhance students' capacity to reason through clinical material. Biggs (1988) proposed a case presentation model designated to facilitate enhancement of students' development and increasing their skills of relativistic reasoning. Perry (1970) advocated the use of divergent and relativistic reasoning as students engaged in the case conceptualization process. Wantz and Morran (1994) demonstrated that students trained in divergent hypothesis formation strategy generated more supportive units and hypothesis - testing question than student trained in convergent hypothesis formation strategy. Later, Morran, Kurpius, Brack and Brack (1995) proposed a model of cognitive

skills that incorporates awareness of cognitions, use of cognitive skills, cognitive self-awareness, and cognitive skill practice. Lovell and McAuliffe (1997) recommend that counselor educators assess their students' levels of cognitive development and teach students accordingly. Duys and Hedstrom (2000) found that a relationship exists between supervised basic skill training and higher counselor cognitive complexity levels. Their findings support counselor development theories that suggest that cognitive complexity increases over time as counselors try to make meaning of the counseling process through supervised experiential counseling activity. These findings support the inclusion of supervised experiential training components in courses that encourage increases in cognitive complexity levels. This trend in supervision indicates to this researcher that the understanding of cognitive complexity in the context of counseling development will continue to be a challenge and area for further research.

Group Process – Personal/Interpersonal Awareness

Several studies are devoted to training group leaders stress the need for students to develop self-awareness in the group setting. Donigian (1993), Kane (1995), Merta , Wolfgang and McNeil (1993) all address the ethical implications of faculty involvement in student interpersonal groups and made recommendations regarding ethical use of faculty expertise in group counselor training. Merta, Wolfgang and McNeil (1993) in particular surveyed 272 academic units regarding what models of group counselor training were used in their programs. Five models emerged in their findings. These models varied from groups led by professionals (non-faculty) to groups totally led by faculty. Of all the universities surveyed 89% referred experiential group within some degree of faculty involvement.

Clearly a majority of training programs mention instructor involvement in student group participation. This persistence (Neufeldt, Karno and Nelson, 1996) illustrates an important value in counselor education that, as part of the training, students should engage in some form of personal awareness development. This value seems so important that most counseling programs are willing to undertake the risks of duality with their students.

A viable means for avoiding duality with students is explored in Furr and Barret (2000). They discuss reconstructing group counseling courses in order to meet the expectations of CACREP standards and yet address the ASGW call for specialized training. Their reconstruction is that the experiential component is conducted by adjunct faculty members in order to minimize dual relationships with students. It is reported that if the experiential group cannot be conducted by a person having no evaluative, supervisory, or administrative relationships with students, a different method may need to be implemented such as fishbowl training in group process. In this model, one-half of the students participate as a group with student co-leaders, while the other half of the class observe. This model allows students to play the roles of being members, leaders and observers. Furr and Barret (2000) mention that whatever model is chosen, the importance of providing an appropriate group experience must always be balanced with monitoring ethical practice.

Today, school counseling programs are attempting to deal with student issues through group participation. Many of these issues traditionally have been considered more in the realm of community counseling programs. Robinson (1994) recommended the use of support groups for self-identified gay and lesbian students. Topics of past

group discussions have been coping with externalized and internalized homophobia, constructing healthy interpersonal and intrapersonal environments, and learning how, and when and with whom to disclose one's gay identity.

Beale and Scott (2001) report successful use of drama (psychoeducational drama that resembles psychodrama) in school group sessions directed at instructing students to successfully deal with student bullying. Victims of bullying learned techniques for dealing with physical bullying, verbal bullying, relational bullying (threat of rejection from peer group) and reactive bullies (students who taunt bullies and bully other people --- themselves).

Kizner and Kizner (1999) reported on the successful use of small group counseling with adopted children as part of a school district's counseling program. Themes that were dealt with question about their birth parents, grief in finding out about being adopted and issues concerning the adopted child's need to search for identity.

Bradley (2001) discusses the successful use of group processes for dealing with the particular issues of Afro-American adolescent males within the school counseling program. Issues that were dealt with were characteristic adolescent issues (cognitive, physical, emotional, and social) as well as working through racism and unique educational challenges of the Afro-American male.

This evaluator believes that school counseling programs will be forced from their traditional posture of career guidance and vocational planning to a role that encompasses more of the dominions of the community counseling programs in order to provide the necessary counseling services for students to deal with the demands and complexities of the twenty-first century (i.e., chemical abuse, family counseling multi-cultural student

issues, gang and/or school violence and student parental issues). It is further believed that school counselors will expand their use of group process as a tool for dealing with these issues. In response to this, counselor training institutions will need to make the necessary adjustments in their group counseling courses to provide aspiring school counselors with the specialized training to become group leaders within the school setting.

Ethics

While there is an endless list of articles devoted to counselor and psychologist legal and ethical issues, as well as maintaining of ethical standards of practice, only a few of these articles were devoted to counselor training in ethics.

These studies recommended (a) student participation in identifying ethical dilemmas, and (b) problem-solving about how to address the dilemmas. Heldon (1993) recommends a group approach to training students about sexuality in counselor-client relationships. In this model student groups identify possible sexually oriented situations in counseling. Students then address a series of questions designed to make them consider the complex implications of the situations and how they might be resolved.

Colby and Long (1994) designed a “mock trial” exercise in which students identify a current ethical and legal issue that could actually result in a malpractice trial. The students then entered into a simulated trial over the particular issues.

Both of the above studies suggest creative techniques to maximize student participation in their own learning and give students the power to construct knowledge bases as they proceeded.

Very few pedagogical studies were found on counselor ethical training. In contrast, the research literature is rich in publications that discuss legal and ethical dilemmas, as well as studies describing decision-making models. Cottone and Claus (2000) provide the reader with a review of literature spanning the period from 1984 through 2000. This review is an in-depth compilation of ethical discussions as well as ethical decision-making models that can be incorporated in counselor training. They provide the reader with (a) general overview of the literature on ethical issues, (b) theoretical and philosophically based models of ethical decision-making, (c) practice based models of ethical decision-making, (d) models developed for specialty practice, and (e) insights into the decision-making process.

Counseling Theory

While there is agreement that counselor trainees need to be exposed to counseling theories in order to provide them with a base to successfully deal with their clients' needs, there is little in the current literature on the process of teaching counseling theory. Two of the articles that were found contain contrasting approaches to counseling theory instruction.

Hanna, Giordano and Bemak (1996) recommend teaching counseling students to engage in dialectical thinking or viewing psychological constructs as having two poles, as a means of helping students assess and compare various theories. Students need to be encouraged to perceive given theoretical constructs as "lenses" through which human experience may be viewed, and students are asked to apply different theoretical lenses to the same experiential situations. This approach, the authors believe, seems promising in

that it encourages independent thinking and reaching beyond culturally provided constructs to understanding human experience and behavior at deeper levels.

The second approach stresses helping students see the convergence of counseling theories into actual process phenomena that mediate client change. Borders, Bloss, Cashwell, and Rainey (1994) reported using a process research case approach in an advanced counseling theories course. In this model a student is required to use his/her own work with a client as a case study. Several forms of process data are collected after each session with the client. At the end of practicum, students are given process data to analyze, individually as well as in groups. Students work, then critique the treatment of their cases. The authors mention that this exercise requires students to conceptualize across theories as well as it provides them with hands on research experience.

Cheston (2000) discusses a paradigm for helping students understand the myriad of counseling theories and their corresponding intervention techniques. This paradigm organizes counseling theories and practice around three principles: (a) a way of being, (b) a way of understanding, and (c) a way of intervening. This paradigm assists counselors in sorting out the similarities and differences between the counseling theories and allows students to eclectically use various theories and techniques without losing the consistency and characteristics of working within a structure. The author maintains that today's counselors no longer have the luxury of being monotheoretical. Counselors need to use a variety of skills and strategies to assist clients in changing. However, eclecticism can often be a haphazard selection of techniques that are not interjected in a cohesive manner. The "ways" paradigm allows for the needed flexibility while still maintaining a structure.

Research

Few studies exist that focus on involving students experientially in learning about research. O'Brien (1995) described an inter-university collaborative research team model in which students from two universities worked together in research teams. While each student on a team had his/her own project, the teams worked together over the course of a year to conceptualize and provide support for the development of individual projects. When the projects were completed the teams worked together to develop a symposium for a national conference. The social support, along with the monitoring from faculty and peers, provided the students with an engaging and motivating research experience.

Granello and Granello (1998) discuss a model for training counseling students to analyze and to use outcome research as a means of analyzing the efficiency of their interventions. These writers believe that counselor education can assist beginning counselors by teaching them how to use outcome research in their clinical work and how to conduct their own outcome assessments. The article presents an infusion model for use by counselor education programs in integrating outcome research throughout the counseling curriculum.

Consultation

Only two studies on consultation training were found. These articles emphasized experiential group learning as an important facet of the consultant educational process. In addition to didactic in-class, training and consultation, Deck (1992) recommends using a laboratory group approach which requires students to work in role-play groups to solve consultation related dilemmas and conflicts. Parker (1991) specified a "simulation model," approach to consultant training where students in-class are provided with roles

for individuals in simulated organizations. One or more student consultants then interview the involved “parties.” The students are coached to identify the organization’s problems and to recommend corrective measures. The entire class then processes the recommended solutions. This researcher feels that both of the above practices in consultation training provide good opportunities for students to actively engage with each other in the consultation learning process.

While this researcher encountered a vast library of journal articles dedicated to increasing the counselors’ professional knowledge and expertise, the list of periodical publications devoted to increasing counselor trainee competence seemed sparse in comparison. It is suspected that rather than relying on periodical information for training purposes, counselor education depends on textbooks for course organization and reference information when teaching courses in the previously stated areas of trainee competence. Even though there are many excellent textbooks containing a wealth of information and providing excellent course guidance, counselor educators and supervisors still need to keep abreast of the new trends in counselor education by frequently exploring the ERIC lists of publications.

Personal Power

Hagberg (1994) points out that the concepts of Real Power can be applied to almost any work or life situation. This researcher believes that the chapters that may be most useful to the counseling professional are: (1) Power and Leadership, (2) Power and Management, and (3) Power and Professionals Working in Social Service.

Hagberg (1994) states:

1. For Leaders - “As the world becomes more of a global village we have to expand our concept of what power and leadership means and how they act out. We will need to go beyond our own egos.”

2. For Managers - “Managers need to learn to effectively supervise people in various stages of personal power who want and need different things from their managers, their work and their organization. Further, managers by their understanding of how personal power impacts behavior will become more effective managing subordinates whose behavior posed supervisory problems in the past.”

3. For people working in the social service professions: “The world is a different place than it was fifteen years ago. With the splitting of our culture increasingly into the haves and have-nots, it will take even more grounded and creative people in social service and religious organizations to work on the problems threatening the soul of United States today. Violence, abuse, crime, poverty, hunger, homelessness - the list goes on. People who work on these immense challenges need to be secure in themselves and spiritually grounded so they are not burned out but transformed by embracing people who face poverty, abuse, or homelessness. It is critical that they are a hopeful presence in the world and operate with peace under stress. They cannot do that if they cannot operate beyond personal power - stage three.”

Leadership and Power

Hagberg (1994) “People can be leaders at any stage of personal power, but they cannot be true leaders until this leadership embodies Stage IV concepts and

characteristics.” Hagberg believes leadership is always closely tied to the idea of followship and people can often motivate and guide followers at any stage of power, but that true leadership is a term reserved for those who have experienced a crisis of integrity (people in home stages four, five and six).

Integrity is “a quality or state of being of sound moral principles, honest, secure, upright;” it is also “a quality of being complete, whole, sound, unimpaired.” To Hagberg integrity means that we care and know the differences between right and wrong. Integrity also implies honesty, and the ability to say what we genuinely feel and think - not what others want us to feel and think, as well as the ability to compromise when appropriate. Hagberg states that “integrity is accepting our whole self and feeling all right about the parts that are not so sterling, accepting being human and imperfect.” Integrity also signifies being worthy of trust and respect even from people who disagree with us.

Hagberg (1994) believes that people at each stage of personal power have a primary way of guiding and leading people and that the differences tend to show why there are varying levels among the different leadership styles.

Leadership styles are:

Stage One - Powerlessness - Guiding others by domination or force.

Stage Two - Power by Association - Guiding others by seduction or making deals.

Stage Three - Power by Symbols - Guiding others by personal persuasion and charisma.

Stage Four - Power by Reflection - Guiding others by modeling and integrity, and generating trust.

Stage Five - Power by Purpose - Guiding others by empowering them.

Stage Six - Power by Gestalt - Guiding others by ones depth of wisdom.

Hagberg (1994) sums up the concept of leadership: “You cannot become a leader without being keenly aware of yourself and without giving up many of the traditional beliefs about power and leadership.”

This researcher believes that knowledge and understanding of the individual’s need for personal power will benefit the counseling professional as he/she advances into positions of leadership in (a) school, (b) community counseling programs, (c) leadership in counselor training and development, and (d) in situations of counseling group leadership. The ERIC list contains numerous studies devoted to these areas of counselor leadership.

For example, in the field of education, the Northwest Regional Educational Lab (1977) published a counselor leadership and administration guide that provides the counselor with ideas for the creation of effective leadership seminars. This guide contains a compilation of exercises and ideas on (a) creating a learning community, (b) leadership skill workshop design, (c) program planning and evaluation, and (d) leadership techniques. Shapiro (1985) created a manual directed toward developing the counselor’s administrative and management skills for utilization in the creation of career counseling services in adult and continuing education programs in New York State. New York City Board of Education (1990) published a study calling for counselor leadership and

the establishment of a bilingual multicultural counseling program within the New York City School System. This study makes recommendations on how guidance counselors can effectively implement and administrate multicultural guidance programs within the existing school guidance programs. Beale and Williams (2000) discuss how to plan, implement and supervise an elementary school career day involving guest speakers, parents and faculty. The Vermont State Department of Education (1985) published a handbook calling for counselor leadership in developing and supervising adult career counseling courses in conjunction with adult education courses. The counseling is directed toward values clarification in life style, what is wanted from work, a practical definition of success, decision-making, making an inventory of skills, desired working environment, and work options that are available, and evaluation of personal options.

On leadership in the areas of community counseling, Stadler and Stahl (1979) discuss trends in community counselor training reporting the results of a survey of counselor education programs regarding development and training of community agency counselors. They concluded that community/agency training programs need more attention in a number of areas including agency administration. Parham and McMahon (1994) developed a self-study manual for perspective family counseling agency administrators that include: (1) family centered philosophy and sound management practices, (2) mission, (3) development, (4) operations, (5) policy and personnel, (6) job descriptions, (7) program evaluation and (8) community relationships.

Studies of international counselor leadership also exist. For example, Carlin and Kennedy (2000) developed a curriculum guidebook calling for counselor leadership creating an educational framework involving both schools and community that empowers the youth of northern Ireland to move toward a lasting peace. The guidebook provides information in educational programming as well as counseling objectives, such as the counselor's role in conflict resolution, values clarification, risk-taking, and skills for creating interdependence and collaboration.

The ERIC list is replete with studies on counseling group leadership, training, and development. Kaczkowski (1981) developed a program (The Structured Counseling Role Interpersonal Phased Transactions – SCRIPT) providing information on group leadership, as well as establishing guidelines for the creation of group experience. The latter is accomplished utilizing role playing exercises before the actual group leading experience. Blum (1983) provides a design for teaching group leadership skills involving cognitive knowledge, group leadership techniques, member participation, and supervised leadership experience in a single course for graduate students. Houston Independent School District (1991) created a handbook Focusing on Group Counseling and Leadership. Sections include chapters on group dynamics, group cohesion, resistance, as well as the benefits of group interaction. CACREP (2000) standards emphasize that group leader trainees need to understand group theory and dynamics, group leadership styles, group counseling methods, and ethical standards.

The existence of studies that imply the need for counselor leadership, counselors already exercising their leadership ability, and the numerous studies devoted to developing the counselor's group leadership skills reveals to this investigator that leadership often constitutes an important portion of the counselor's role. For this reason, it is necessary for the counseling professional to understand the special qualities of leadership and what part personal power impacts the ability to lead.

Management and Personal Power

One of the most difficult tasks in the world, according to Hagberg (1994), "is to manage people well." Hagberg (1994) believes that the most difficult side of management is the "human side." This is the art of successfully managing people and that the better managers have certain characteristics that set them above poor managers.

The author makes certain assumptions about good managerial style. (a) Organizations are made up of people at various stages of development or power and that no one management theory will accommodate them all equally well; also people at different stages of power need to be motivated and managed differently. "Successful managers rather than relying on one theory or style are flexible in tailoring their style to the levels of their subordinates."

A second assumption (b) is "that successful management includes the ability to manage supervisors as well as subordinates, calling for a different set of dynamics due to the reversal in power relationship." Upper management is also

comprised of individuals at different levels of development and power, calling also for flexibility in interactions.

Hagberg (1994) provides various models of management utilizing personal power as well as the characteristics of each of the stages.

Stage I (Powerlessness) - Motivated by fear, manages through force.

Stage II (Power by Association) - Motivated by learning, manages by maneuvering. "Putting out fires."

Stage III (Power by Symbols) - Motivated by rewards, manages by monitoring - focuses on results rather than process.

Stage IV (Power by Reflection) - Motivated by process, manages by monitoring - have the ability to delegate authority.

Stage V (Power by Purpose) - Motivated by empowering others, manages by acting as catalysts and resource people.

Stage VI (Power by Gestalt) - Motivated by service, provides the service necessary to allow subordinates to accomplish tasks.

Understanding the interaction between personal power acquisition and its impact on successful management is necessary when management and administration become part of the counselor's role. Also, if Hagberg's (1994) second assumption is accurate that successful management includes the ability to manage supervisors (i.e., the counselor's manager) then understanding the interplay between personal power and administration becomes even more crucial.

The Eric lists contain studies devoted to both counselors assuming administrative and managerial postures, as well as studies calling for counselors

and administrators collaborating for the purposes of administering existing programs as well as the development of new ones.

Engelking (1990) describes situations where in small rural school districts the job of school administrator and counselor are combined calling upon both managerial skills as well as counseling skills. Topics discussed were skills in school administration, openness to change, ability to accept criticism and the ability to delegate authority. The study examined issues of role conflict, as well as the examination of effectiveness and success of combining both jobs, concluding that role conflicts can be effectively addressed and that small schools will continue, for economic reasons, to combine both the jobs of school administration and counseling.

Wilmore (1993) instituted a three-year study on the collaborative efforts of school administrators and school counselors. Principals reported a strong dependence on the administrative assistance their counselors provided, often crediting them with assimilating the duties of an assistant principal. The conclusion from this study was that counselors were in high demand as assistant administrators. They assisted principals in non-counseling duties as well as accomplishing the task of counseling students. While this dual role that counselors were often placed into was at times overburdening, the prognosis for change was not good because of financial constraints. Therefore, fostering and developing the relationship between administrators and counselors, according to Wilmore (1993) was crucial.

Vernon and Strub (1991) developed a packet of materials for use in workshops where school administrators and counselors can work in collaboration on the development and the administration of elementary, middle and high school guidance programs.

Based upon the number of studies devoted to issues that arise when counselors expand their role into management, leads this researcher to believe that school administration and agency management are positions that counselors often enter into. This being the case, it is believed that Hagberg's (1994) views on the acquisition of personal power would be helpful to counselors contemplating this change in role.

The Social Service Worker and Power

Hagberg (1994) does not expand on the social service worker and personal power other than to state that the professional's development of personal power is useful in preventing stress that often culminates in burnout.

The number of studies devoted to preventing or treating counselor stress and burn-out demonstrates that the counseling profession is concerned about these phenomena. Wubbolding and Kessler-Bolotin (1979) offered an approach for dealing with counselor burnout through the use of Reality Therapy. Kesler (1990) discusses a possible treatment of counselor burn-out involving a Multimodel approach. The author found that BASIC-ID was successful in understanding and treatment of cases of counselor burnout. Morris (1981) discusses environmental and occupational causes of stress, stress management and methods for dealing with counselor burnout that involve self-help measures such as taking "time outs"

group discussions and individual counseling sessions. Eldridge (1981) discusses how therapists can effectively evaluate their performance in relation to burnout. Boy and Pine (1980) discuss the external pressures that create role demands that often leave counselors feeling burned out. They concluded that professional perspective could be maintained by (a) continued working with counseling clients rather than taking time out from providing therapy, (b) associating with concerned colleagues and (c) a strong commitment to counseling theory. In a later study, Boy and Pine (1983) suggest that theoretical renewal was a possible means of preventing counselor burnout. Theoretical renewal includes a review of the practical value of a theory, objective criteria that offers credibility, subjective elements that influence theoretical preference, and importance of maintaining a balance between objective and subjective factors.

Bucci (1994) presents the results from a survey of 610 counselors on how they dealt with their feelings of stress. Stress that the researcher believes is a primary cause of counselor burnout. Bucci (1994) concluded by offering thirteen suggestions for relieving stress: learn to relax, resist perfectionism, learn to laugh, listen to soft music, try stress inoculation, practice desensitization, get organized, physical exercise, healthy lifestyles, get support, stop worrying, practice detached concern, and develop a positive attitude.

This researcher, after the examination of many studies devoted to counselor stress and burnout, believes that the treatment of these debilitating phenomena is crucial. As noted, studies offering curative approaches to both stress and burnout exist and have proven helpful to some professionals, but a

more effective treatment is needed. Stress and burnout continue to plague members of the profession. A possible area for research maybe in the acquisition of personal power and the possible reduction of stress and elimination of burnout, (i.e. does the attainment of higher stages of personal power reduce the impact of stress as well as prevent burnout?). As Hagberg (1994) maintains pertaining to members of the social service professions, it is crucial that they operate with peace under stress, but in order to do this they (the professionals) must move beyond personal power level - stage three.

Summary

Theoreticians maintain that many developmental changes occur in counseling students during their educational continuum, and that these developmental changes occur in predictable patterns or stages. While there is little agreement as to the number of stages, characteristic themes and behaviors exhibited by trainees, there is indication that change is taking place which culminates in professional competence.

Counselor training is a highly complex period in the counselor evolutionary process involving (a) the creation of a counseling theoretical base, (b) the practice of technical skills, (c) development of conceptual/cognitive skills, (d) increased clinical case conceptualization skills, (e) learning group process and honing group leadership skills, (f) learning the ethical standards of the counseling profession, (g) acquiring research skills, and (h) the development of consultative skills.

Personal power, according to Hagberg (1994), can be applied to almost any work/life situation. Personal power development may prove beneficial when counselors expand into management and positions of leadership, as well as possibly aiding in the elimination of counselor burnout.

Personal power acquisition, like the attainment of counseling professionalism, is a product of a developmental process. It will be the purpose of this study to determine if differences in personal power occur at different stages of counselor trainee development.

CHAPTER III

METHOD

This study investigates personal power differences among master's degree counseling students as they progress through and graduate from a CACREP approved counselor education program. The data is gathered through the assessment of the personal power levels of (a) students entering the counselor education program, (b) students beginning their practicum experience, and (c) students graduating from the counseling program. The assessment instrument utilized in collecting the data is Janet Hagberg and Terry Donovan's Personal Power Profile (PPP).

This chapter describes the methods used in the study. Included in this section are descriptions of the research design, the survey instrument, the research population, the process for data collection, and the analysis plan.

Research Question

The research question for this study concerns counselor trainees and the development of personal power. Is there a difference in the personal power levels of counselor trainees at the beginning of training, at the beginning of practicum, and the end of training?

Research Design

The research design is a static group comparison as described by Campbell and Stanley (1963). This design involves the assessment of non-equivalent groups. For this study three non-equivalent groups will be assessed (i.e. Group A - Beginning Counselor

Students, Group B - Pre-Practicum Students and Group C - Graduating Counselors), utilizing the PPP as an individual assessment instrument.

The limitations for this design are described by Campbell and Stanley (1963) to be Selection, Mortality, Interaction of Selection and Mortality and Interaction of Selection and Treatment. Differences among the means, as a result of selection, may occur because of who the participants are; by mortality because of who responds and who does not; also interaction of selection and maturation may occur, also a confounding among who participates and responds. The generalization of the results is limited by the interaction of selection and treatment; one should generalize to individuals being tested and who know they are in an experiment. Despite these limitations, the results of the study will provide implications regarding stages of training, changes in levels of personal power among students training groups, and whether or not future studies need to be conducted.

The Instrument

The instrument that is utilized in this study for measuring the counseling students' levels of personal power is the Personal Power Profile (PPP). This instrument was developed by Janet Hagberg and Terry Donovan for measuring the individual's level of personal power as described in her book Real Power: Stages of Personal Power in Organizations. The six stages that the instrument measures are: Stage I - Powerlessness; Stage II - Power by Association; Stage III - Power by Achievement; Stage IV - Power by Reflection; Stage V - Power by Purpose; and Stage VI Power by Wisdom (Hagberg, 1992).

The PPP is designed to (a) provide individuals with a knowledge of their stages and levels of personal power, (b) as a preparatory tool for courses in leadership, power and management, (c) as a discussion tool between managers and employees, and (d) as an assessment tool in the course of personal renewal.

The PPP is a self-scoring 72 question inventory based upon a Likert scale of 1 through 5 - 1 = Not descriptive of me, 5 Very descriptive of me. The inventory instructions state that the examinee is to place in the box to the right of the question the number that most closely describes him/her at this point in time. The examinee is then asked, upon completion of the 72 questions, to total scores representing the 6 stages of personal power development and plot these scores on the profile sheet provided with the inventory. The highest point in the profile reflects the “home stage” of the examinee's level of personal power.

As an aid in helping the examinee interpret his/her own personal profile, the PPP developers provide thirteen profiles along with their descriptions that can be used in comparison to the examinee's profile. The profiles presented in the test booklet are:

(1) Transition - This profile describes people who are uncertain about their personal power. They maybe moving internally (inside themselves) and trying to sort out how they want to be in the outside world. It could also describe people who feel they must be different at home than at work.

(2) In Charge - This profile describes people who enjoy and are comfortable with direct power over people, knowledge, and processes. They are people who like to run things. They can be at the height of their career or in a second career. Wherever they

are, they are to be involved, busy, feeling competent, challenged. They see few barriers to success, just not enough hours in the day.

(3) Apprentice - People with this profile are generally working or learning to cultivate personal power. They desire some direction from others so work can be done competently or correctly. This typically happens in a new job or new learning situation where “learning the ropes” is important.

(4) Changing or Crisis - This profile represents a temporary loss of power over decisions – a lack of a familiar power base. These people may be in the middle of a major change in life or work; new job, loss of job, new boss, surprise. They are off balance and feel a loss of confidence. It could represent a crisis at hand.

(5) Confusion - This profile represents people who aren’t sure if they should be in charge or how they should be in charge. They maybe caught in a work transition and feel unsure or frustrated, seeking external signals to give them confidence. They feel very responsible and at the same time powerless to act.

(6) Self Reflective - For this person, personal power derives from personal values and modeling a reflective style rather than through position or accomplishments. This profile represents people on an inner journey becoming clear about values and lessening the external pressure to perform a certain way. They are becoming more self accepting and genuine. They take risks they couldn’t take previously.

(7) Frustrated - This profile suggests a confident competent person feeling powerless in one part of their life or work. The higher the Stage 1 score, the higher the frustration or trapped feeling. This shape may suggest a mini-crisis at work or home.

(8) Newcomer or Traumatic Event - People with this profile are frequently new on the job and unaware of their competence, yet in this particular job everything is confusing; confidence is fragile. It could also indicate a recent traumatic event leaving people powerless and angry in life/work. Paradoxically it is also the profile of a true Stage 6 person.

(9) Inner Shift - This profile represents the beginning stage of reflection, asking what personal power is all about. It represents a turning to the “inside” in a competent person, at ease with their skill. There may be confusion with cultural pulls that are inconsistent with newly emerging inner feelings. This person wants answers but can only find questions.

(10) Wisdom - People led by an inner and spiritual vision, possibly out of sync with external demands. They are unusually behind-the-scenes trusted people who have high inner security. They have no desire for power but are attractive to others for their unusual insight. Their high self acceptance balances low ego needs. Organizations need to protect them.

(11) Hard Driving - This profile suggests very high achievers who enjoy challenges and competition in everything they do or who are on a difficult, strenuous assignment. It may suggest over compensation on one area of life to the detriment of other areas.

(12) Over Compensation - These people feel they have to work incredibly hard to be themselves (stages 4 or 5) in their current environment at home or work and it leads to over compensation or trying too hard.

(13) Low Interest - These people do not feel strongly about the questions, are consistently unsure, may even be sad or depressed. They may not even want to participate in taking this profile.

The PPP also provides the examinee with (a) descriptions of the six stages of personal power, (b) characteristics of each level of personal power, (c) suggestions as to raising the examinee's personal power level, as well as (d) listing possible deterrents to increasing levels of personal power.

The PPP developers state that the instrument was created using a norm group of 15 white men and women ranging in age from 25 to 55. The present instrument is a product of three revisions from the original developed from the norm group and pilot tested on 200 participants of various personal power workshops. The standard deviations that were calculated from these scores were used in the development of the PPP scoring grids. The present revision of the PPP, according to Personal Power Products, is consistent in determining the home stages of personal power workshop participants. Test-retest reliability is 0.59 and internal consistency was calculated at 0.63.

Face validity percentages were calculated by interviewing the 200 pilot group participants. According to the test developers, there was approximately a 95% agreement between the PPP identification of home stage and the stages that these participants felt they were. A copy of the PPP's collected data can be found in the appendices.

Research Population

The research population assessed in this study consisted of volunteer students enrolled in Duquesne University's Counselor Education Program. Students were informed, verbally as well as by letters placed in their Personal Power Profile test

package, that their participation in the study was strictly voluntary and that they could withdraw from the study at anytime. Students were reminded that names were not being requested on the survey instrument's cover sheet, and that the completed statistics were reported as group data, a further measure guaranteeing participant anonymity. Students also were given the opportunity to meet and discuss with the researcher any questions they might have on the use of personal information and issues of confidentiality.

The completed anonymous test forms were grouped in the following manner: Group One consisted of 15 students entering the counseling program, Group Two consisted of 16 students beginning Practicum, and Group Three consist of 14 graduating counseling students. Once determination of the students' personal power level was accomplished, the test forms were shredded and disposed.

Process for Data Collection

Voluntary counseling students were given a Personal Power Profile test packet containing the following materials: (a) one copy of the PPP instrument, (b) a set of instructions for accomplishing the evaluation process along with the researcher's phone number for questions that may arise during the evaluation process, and (c) a stamped, addressed envelope for returning the PPP instrument.

The PPP test packets were distributed to the three groups at the following times. Group One, students beginning the counseling program, and Group Two, students beginning the practicum experience, were given evaluation packets at the beginning of the semester. The graduating students, comprising Group Three were given PPP packets near the end of the semester before their graduation.

Analysis Plan

Data analysis on the mean scores on the Personal Power Profile was made for each of the three groups of students. The amount of variance was used to determine if there is a significant difference among the groups. Post hoc analysis was employed when significant differences were found to exist. This was accomplished through the utilization of the Scheffe Test which is considered appropriate in post hoc analysis for determining where differences exist between groups.

Summary

This chapter describes the methods used for the collection and analization of data on the amount of personal power differences in volunteer master's degree counseling students. The study utilizes the PPP for assessing and determining if differences in personal power levels exist among three levels of counselor trainees. The three levels are: (a) Group One, 15 beginning counseling students, (b) Group Two, 16 counseling students beginning their practicum experience, and (c) Group Three, 14 graduating counseling students. When significant differences were found to exist among the three groups of students, a post hoc analysis utilizing the Scheffe Test was conducted to further refine the collected data. While there are definite limitations resulting from the selected research design, the study will provide implications regarding stages of counselor training that may establish the foundation for future studies in this area.

CHAPTER IV

RESULTS

This chapter reports the results of the Personal Power data obtained from a total of 45 counselor education students through the utilization of the Personal Power Profile (PPP). The 45 students represent three levels of counselor training, (1) Beginning Students, (2) Pre-Practicum Students and (3) Graduating Students. The number of participants in the groups were, Group I - 15 students beginning the program, Group II - 16 students beginning the practicum experience, and Group III - 14 students graduating from the program.

The previous six hypotheses concerning Personal Power development in Stages I through VI are restated and the results presented. The data was evaluated by means of an analysis of variances.

Hypothesis I

There is no significant difference in the level of “Powerlessness” among counselor trainees who are beginning training versus those who are beginning practicum versus those who are completing the training program.

The results of the analysis of the data for this hypothesis is $F = 3.207$; $P = .051$ (see Table I). This is not significant at the .05 alpha level. Therefore, the hypothesis is accepted.

Table I
F Ratio for the Analysis of Stage I “Powerlessness”

Group	Mean	Standard Deviation	N	F	P
Beginning	23.07	6.617	15	3.207	.051
Practicum	19.44	4.516	16		
Graduating	17.86	5.895	14		

Hypothesis II

There is no significant difference in the level of “Power by Association” among counselor trainees who are beginning training versus those beginning practicum versus those who are completing the program.

The results of the analysis of the data for this hypothesis is $F = 7.807$; $P > .001$ (see Table II) is significant at the .05 alpha level. Therefore, the hypothesis is rejected.

Table II
F Ratio for Analysis of the Stage II “Power by Association”

Group	Mean	Standard Deviation	N	F	P
Beginning	35.13	7.298	15	7.807	>.001
Practicum	30.63	4.926	16		
Graduating	25.93	6.451	14		

Post Hoc Significance Stage II

Beginning	Graduating	.001
Practicum	Beginning	.148
Graduating	Practicum	.136

The Scheffe Multiple Comparisons indicate: (1) There is significant difference in “Power by Association” between the beginning group versus the graduating group (.001). (2) There is no significant difference between the beginning versus the practicum group (.148), and (3) no significant difference between the graduating and practicum groups (.136). There is significant growth in the level of “Power by Association” from beginning through graduation. The development of “Power by Association” appears gradually from beginning to end of student training.

Hypothesis III

There is no significant difference in the level of “Power by Symbols” among counselor trainees who are beginning training versus those who are beginning practicum versus those who are completing the program.

The results of the analysis of the data for this hypothesis is $F = 1.208$; $P = .309$ (see Table III). This is not significant at the .05 alpha level. Therefore the hypothesis is accepted.

Table III
F Ratios for the Analysis of Stage III “Power by Symbols”

Group	Mean	Standard Deviation	N	F	P
Beginning	39.00	3.982	15	1.208	.309
Practicum	40.38	4.573	16		
Graduating	42.14	7.399	14		

Hypothesis IV

There is no significant difference in the level of “Power by Reflection” among counselor trainees who are beginning training versus those who are beginning practicum versus those who are completing the program.

The results of the analysis of the data for this hypothesis is $F = 1.540$; $P = .226$ (see Table IV). This is not significant at the .05 alpha level. Therefore, this hypothesis is accepted.

Table IV
F Ratio for the Analysis of Stage IV “Power by Reflection”

Group	Mean	Standard Deviation	N	F	P
Beginning	41.60	5.680	15	1.540	.226
Practicum	39.06	4.611	16		
Graduating	42.57	6.756	14		

Hypothesis V

There is no significant difference in the level of “Power by Purpose” among counselor trainees who are beginning training versus those who are beginning practicum versus those who are completing the training program.

The results of the analysis of the data for this hypothesis is $F = 5.927$; $P > .005$ (see Table V). This is significant at the .05 alpha level. Therefore, the hypothesis is rejected.

Table V
F Ratio for the Analysis of Stage V “Power by Purpose”

Group	Mean	Standard Deviation	N	F	P
Beginning	37.67	5.640	15	5.927	.005
Practicum	34.75	5.568	16		
Graduating	42.29	6.821	14		

Post Hoc Significance Stage V

Beginning	Graduating	.130
Practicum	Beginning	.409
Graduating	Practicum	.006

The Post Hoc Scheffe Multiple Comparisons indicate: (1) no significant differences in “Power by Purpose” between beginning students and graduating students (.130); no significant difference between beginning students and practicum students (.409); and (3) there is a significant difference between the practicum students and the graduating students (.006). Therefore, the difference in “Power by Purpose” must take place during the clinical phase of student training (i.e., successful practicum/internship experiences to the time of graduation).

Hypothesis VI

There is no significant difference in the level of “Power by Gestalt” among counselor trainees who are beginning training versus those who are beginning practicum versus those who are completing the training program.

The results of the analysis of the data for this hypothesis is $F = 3.949$; $P = .027$ (see Table VI). This is significant at the .05 alpha level. Therefore, the hypothesis is rejected.

Table VI
F Ratio for the Analysis of Stage VI “Power by Gestalt”

Group	Mean	Standard Deviation	N	F	P
Beginning	33.40	7.079	15	3.949	.027
Practicum	32.56	6.335	16		
Graduating	38.71	5.676	14		

Post Hoc Significance Stage VI

Beginning	Graduating	.095
Practicum	Beginning	.936
Graduating	Practicum	.041

The Post Hoc Scheffe Multiple Comparisons indicate: (1) no significant differences between the beginning group versus the graduating group (.095); (2) no significant difference between the beginning group versus the practicum group (.936). There is significant difference in the development of “Power by Gestalt” between the practicum and graduating groups (.041). Therefore, the difference of “Power by Gestalt” seems to again occur during the clinical phase of counselor training (i.e., practicum/internship through to the time of graduation).

Summary

This chapter is dedicated to reporting the Personal Power data obtained from 45 counselor education students representing three levels of counselor training. The three groups of students assessed were Group I -15 Beginning Students, Group II - 16 Pre-Practicum Students, and Group III - 14 Graduating Students.

The six hypotheses concerning Personal Power development in Stage I through Stage VI were restated and examined using the obtained student data.

The results indicate that significant differences did occur in Stage II - “Power by Association, Stage V - “Power by Purpose,” and Stage VI - “Power by Gestalt.”

CHAPTER V

DISCUSSION

Personal Power data was collected from 45 Master's Degree Counselor Education students grouped according to three levels of training. Group I was comprised of 15 students beginning their training program, Group II was comprised of 16 students beginning practicum (students beginning the clinical phase of training), and Group III was comprised of 14 graduating students. The statistical data indicated significant differences between the groups at Personal Power Stage II "Power by Association," Stage V "Power by Purpose," and Stage VI "Power by Gestalt." No significant differences were found to exist between the Groups at Stage I "Powerlessness," Stage III "Power by Symbols," and Stage IV "Power by Reflection."

To better understand the discussion results, it is necessary to examine the statistical data in relation to the stages in the Personal Power developmental continuum. Hagberg's six stages of Personal Power were used in the formation of the hypotheses.

Stage I - "Powerlessness" - Characteristics

- (1) Dependent
- (2) Low self-esteem
- (3) Uninformed
- (4) Helpless

Hagberg's (1994) description of power at Stage I is "manipulation."

Manipulation has two meanings. (1) Powerless people feel they are constantly being manipulated by others, "pushed around, helped, controlled, duped, or taken care of." (2) They also find they depend on manipulating others to get things done or to acquire things

for themselves, such as “pleading, persuading, cajoling, sweet talking, or seducing.”

Powerless people need to obtain approval for almost everything they do.

People in Stage I understand from experience that there are two types of people, (1) “those who are have power” and (2) those who do not have power.” Powerless people do not know who they are as individuals and often are “afraid to take a close look” (Hagberg, 1994).

One of the reasons powerless people are dependent on others is that they have little information and feel powerless in their ability to access needed information.

Finally, Hagberg (1994) believes that “fear” is the primary inhibiting factor for powerless people to make the necessary changes in order to move to the next Personal Power level Stage II “Power by Association.”

No significant differences in personal power were found to exist among the student counselor training groups at Stage I “Powerlessness.” The statistical data does show, however, that (1) there was a downward trend in mean scores for the three groups at Stage I as training progressed in the counselor training program. (2) No counselor education student tested felt that he/she was powerless. Specifically, none of the students tested at “Home Stage” Stage I levels (no student’s personal power peaked at Stage I on the Personal Power Profile, indicating strong feelings of powerlessness).

Group I	Beginning Students	M 23.07
Group II	Practicum Students	M 19.44
Group III	Graduating Students	M 17.86

Because of the absence of feelings of “Powerlessness” from any of the groups’ members, this investigator believes that success in counselor training, as well as future professional success, may hinge upon students having strong feelings of personal power.

Personal power assessment of applicants for counselor education may help to determine whether or not the candidate is appropriate for this type of training. A peak score on “Powerlessness” scale may be useful in determining that a candidate may not be successful in counselor education training.

Stage II - “Power by Association” - Characteristics

- (1) Learning the “ropes”
- (2) Learning the culture
- (3) Dependent on supervisor/leader
- (4) New self-awareness

Stage II individuals measure power defined as “control and influence.” Further, in Stage II people believe and hope that others having control and influence will take care of them, lead them, nurture them and reward them (Hagberg, 1994).

In Stage II, people do not have much external power, but they believe power exists through observing how people with power “exhibit their power,” implying that many Stage II people go through an apprenticeship period where they are “learning the ropes” in their selected endeavors. Hagberg (1994) states that anyone who is entering into an occupation or has begun training for a profession is “strongly” in the “Power by Association” stage.

Finally, Hagberg (1994) believes that lack of confidence and the need for security are impeding factors for further personal power development while for others a strong sense of self-confidence will be a motivating factor for upward movement into Stage III.

The results of the analysis obtained from the three student counselor groups show a significant difference in “Power by Association” from entry into the counselor training program through to graduation.

This regression in the students' mean scores indicates, to this investigator, a lessening in importance and dependence on "Power by Association" as professional growth increased among the counseling students.

Group I	Beginning Students	M 35.13
Group II	Practicum Students	M 30.63
Group III	Graduate Students	M 25.93

Further evidence of this downward trend in students' reliance on "Power by Association" can be found by noting the progressive reduction in the students' "home stage scores" from their entry into the program through graduation.

Group I	7 Students	Home Stage II
Group II	4 Students	Home Stage II
Group III	0 Students	Home Stage II

This investigator believes that the diminished importance and dependence on "Power by Association," as counselor training progressed, was the result of increased confidence brought about by mastery of both the academic and clinical phases of the counselor training program. More specifically, the lessening of the reliance on instructor and supervisor that is characteristic of student counselor development (Ronnestadt and Skovholt, 1993; Stoltenberg and Delworth, 1987; and Stoltenberg, 1993).

Stage III - "Power by Symbols" - Characteristics

- (1) Egocentric
- (2) Realistic and Competitive
- (3) Expert
- (5) Ambitious

Hagberg (1994) defines Stage III membership as those people who are "learning or have learned to play the game of getting ahead" and are rewarded for "their endeavors." The description of power at Stage III is "control." Hagberg states that control suggests that one person has more of it than others, that the "buck" stops

somewhere, control also suggests the possible use of force to ensure results. Control also suggests discipline, persistence, non-emotional responses, regulation and being compared against standards.

In Stage III, people are egocentric - thinking about themselves first in any situation. These individuals are highly competitive and want to win (i.e., “beating the competition means being the best”). Proof of winning is measured in increased power over others and material rewards. Individuals who are in Stage III are ambitious and often become experts at a chosen field of endeavor.

Hagberg (1994) believes that confusion and non-realization that they are stuck are the inhibiting factors for movement to Stage IV while integrity is the primary motivation for movement to the next Personal Power stage.

No significant differences were found to exist in “Power by Symbols” among the three student counselor training groups.

Group I	Beginning Students	M 39.00
Group II	Practicum Students	M 40.38
Group III	Graduating Students	M 42.14

This investigator believes that the reason behind the insignificant difference among the groups’ Personal Power scores at Stage III “Power by Symbols” is that the characteristic behaviors of Stage III individuals are at the present time developmentally above the student membership of the assessed groups. The characteristics of persons at Stage III power level depict a higher level of professional development - describing persons who have already gained professional competence and expertise, and displaying behaviors exhibiting already acquired professional skills. On the other hand, the assessed groups’ membership is comprised of students “learning the ropes” of the counseling

profession. Students who are displaying developmental characteristics of Stage II personal power (Hagberg, 1994). Stage III concepts and characteristics, therefore, have little meaning at this time for students primarily focused on successful completion of counselor training. The insignificant differences in the groups mean scores reflect this developmental gap.

It is interesting to note that of the 45 student counselors tested 25 students scored at Stage III home stage status - their personal power levels peaked at Stage III.

Group I	6 students	Home Stage III
Group II	10 students	Home Stage III
Group III	9 students	Home Stage III

This investigator believes that these statistics more accurately represent the group members' pre-conceived ideas of how society visualizes personal and professional success characteristic behaviors rather than an accurate representation of the students' present personal power stage. The high percentage .555% of the students' home stage scores Stage III seems to indicate the majority of the students are strongly focused in personal power "Power by Symbols" stage. The reality is, however, that the assessed population is still in the process of mastering the counseling profession, and are not as yet successful professionals displaying Stage III characteristic behaviors. The preponderance of Home Stage III scores, this investigator believes, represents Stage II "Power by Association" students fantasizing on how personal and professional successes will affect their future personal power development. That is to say, that many group members firmly believe that they will become experts and rise to leadership positions in the counseling profession.

Stage IV - “Power by Reflection” - Characteristics

- (1) Competent
- (2) Reflective
- (3) Strong
- (4) Comfortable with personal style
- (5) Skilled in mentory

In Stage IV, people reflect more accurately than others on such concepts as their own competence, style of operation as opposed to society’s stereotype. Persons in Stage IV are more congruent than people in lesser stages and are people who have influence. People respect their advice and come to them for counsel, want their recommendations, and invite them to help make plans with them.

A characteristic of Stage IV people is competence. Persons who score high in this stage are people who are relied upon to accomplish tasks. People at Stage IV are viewed as strong individuals having the ability to show their true feelings and beliefs with “others” no matter if the “others” are superiors.

These individuals make good mentors (Hagberg, 1994) and can be fairly objective with individuals - especially those at apprentice stages. Some of these persons’ focus may go beyond mentoring to become personal counselors for people who are going through crises and quests of life and work.

Hagberg (1994) states that for people at Stage IV to move to the next power level these people must let go of their ego (i.e., letting go means looking not at personal advantage in a situation, but the advantage to others, the organization, or the larger vision).

No significant differences in personal power levels were found to exist in “Power by Reflection” among the groups.

Group I	Beginning Group	M 41.60
Group II	Practicum Group	M 39.06
Group III	Graduating Group	M 42.57

This investigator believes that the reason for the insignificant changes of the student group members Stage IV personal power levels, again, can be attributed to the developmental gap between students “strongly” into Stage II “Power by Association” (Hagberg, 1994) and the advanced personal power characteristics displayed at personal power Stage IV “Power by Reflection.” Characteristics such as professionally competent, reflective in thinking, strong in character, comfortable with personal style and mentory skills reflect behaviors based upon personal comfort and professional mastery - concepts far removed from students focusing on mastering the intricacies of the counseling process profession, dependent upon instruction and requiring a great deal of supervision.

Stage V - “Power by Purpose” - Characteristics

- (1) Self-accepting
- (2) Calm
- (3) Visionary
- (4) Humble
- (5) Confident of life purpose
- (6) Generous at empowering others
- (7) Spiritual

In Stage V, as Hagberg (1994) states, is unlike all of the preceding stages. Its uniqueness lies in the strength of the inner person relative to the strength of the organizational or social hold on the person. The guide for behavior for these people is the “inner intuitive voice.” Persons at Stage V are more congruent because they no longer have a need to play various roles, as people in lesser stages find necessary.

The characteristics of Stage V people are “self accepting;” they know their strengths and limitations and accept both without continuing to work at transferring

themselves. Persons at Stage V are calm - content with life, and are visionary. They look for the best long range strategy for helping people and organization.

At Stage V, people are generous at empowering others. Their ultimate objective, through empowering others, is to help raise others, love them as human beings, give them responsibility, trust them, learn from them and be led by them. Another characteristic is confidence with their purpose in life.

Hagberg (1994) states that the major influencing factor that moves Stage V persons to the next personal power level is a “need to understand the universe.”

The results of the data obtained from the student counselor education groups show a significant increase in “Power by Purpose” during the clinical phase of student training (i.e., between entry into practicum through graduation). The following mean scores depict this marked increase in personal power Stage V.

Group I	Beginning Students	M 37.67
Group II	Practicum Students	M 34.75
Group III	Graduating Students	M 42.57

Although a slight lessening in the mean scores of “Power by Purpose” can be noted during the academic phase of counselor training (i.e., from entry into the program to pre-practicum), a significant increase in “Power by Purpose” occurred during the clinical phase (i.e., practicum/internship through graduation) of the counselor training experience. This investigator believes that increased self-confidence resulting from successful completion of the practicum/internship phase (a phase where students find that they are successful in counseling others) is important in establishing feelings of success and that a purpose in life of helping others becomes more of a reality. Finding and gaining confidence in the purpose of life is the primary characteristic that this

investigator believes was responsible for the rise in mean scores between the practicum and graduating groups.

Stage VI - “Power by Gestalt” - Characteristics

- (1) Comfortable with paradox
- (2) Powerless
- (3) Quiet in service
- (4) Ethical

Hagberg (1994) maintains that people in Stage VI are warm, inviting and nurturing individuals. People who have arrived at Stage VI can best be described as individually having the wisdom to, as the title “Power by Gestalt” suggests, see the “whole picture.”

The characteristics of people who have arrived at Stage VI are comfortable with paradox. Stage VI people realize there are many confusing questions and there are answers that don’t necessarily work for all individuals or in all circumstances.

In Stage VI, people have come to the point of realizing they do not have or need power (i.e., external power no longer matters). These individuals appear to be uninterested in doing many things they should be doing for themselves, rather they are more interested in moving people forward or in furthering principles in life. They are individuals who are extremely ethical but realistic. They understand and even incorporate the inevitable evils of the world into this vision, yet they also abhor acts and events that deliberately harm others. These are people who often do things that may bring a sadness temporarily in favor of the positive long term effect on society or the individual.

Finally, Hagberg (1994) believes that there exists the possibility of a VII Stage of Personal Power, but at this point it is impossible to describe the characteristic of this stage. She does point out that “humanness” would be the primary requirement for entry into Stage VII.

The results of the analysis of data obtained from the counselor training groups indicate a significant difference in personal power between the pre-practicum group and the graduating group at Stage VI. “Power by Gestalt.”

These differences in personal power can best be illustrated by observing the mean scores obtained from the three student groups.

Group I	Beginning Students	M 33.10
Group II	Practicum Students	M 32.56
Group III	Graduating Students	M 38.76

This investigator believes that the factors behind the upward trend in mean scores between the pre-practicum and graduating groups is the result of experiences encountered during the students’ clinical phase of training - practicum/ internship. During this phase of training students are often confronted and forced to deal with more paradoxical issues and feelings of their own powerlessness than in any other part of counselor training in bringing about therapeutic change. Students gain clinical evidence that the power to change lies within the client rather than the counselor. Success in dealing with these issues during the clinical phase of training is, this investigator believes, the primary reason for the noted rise in the mean scores at Stage VI.

While no students scored Stage VI “Power by Gestalt” as their home stage, clearly the trend in the counselor developmental continuum is for acceptance of beliefs

that are characteristic of Stage VI, and may in the future, become the basis for movement to Home Stage VI by some of the groups' members.

Summary

Although Hagberg (1994) maintains that individuals entering into professional training are "strongly" into Stage II "Power by Association," the results of the study linking the impact that counselor training has on the student counselor's personal power level indicates the following: (1) Participation in counselor training created significant differences in personal power levels in Stage II "Power by Association," Stage V "Power by Purpose," and Stage VI "Power by Gestalt." The gradual lessening in the need for "Power by Association" was attributed to the students' increased self-confidence resulting from successful completeness of the various phases of counselor training. The increase in personal power at Stages V "Power by Purpose" and Stage VI "Power by Gestalt" was attributed to knowledge and proficiency gained through successful completion of the students' clinical experience. (2) No significant change in the students' personal power levels at Stage I "Powerlessness," Stage III "Power by Symbols," and Stage IV "Power by Reflection" were noted. The insignificant downward trend in mean scores at Stage I "Powerlessness" indicated that counselor education students did not feel powerless and therefore counselor training had little impact in creating change in personal power levels at Stage I. The insignificant changes in personal power levels at Stages III and IV were attributed to the developmental gap between students going through a process of learning the counseling profession and the more sophisticated knowledge resulting from professional competence and expertise that from the basis of the characteristics of Stage III and IV. (3) The students' home stage scores (highest stage

scored on the Personal Power Profile) tended to cluster in the middle of the personal power spectrum (Stages II, III and IV) and were totally absent at the end of the personal power spectrum Stages II, V and VI.

Counselor education students seem to feel neither “Powerless” nor do they possess the knowledge or the sophistication, attributable to advanced professional expertise and a highly developed personal value system, necessary to score “home stage” levels Stage V and VI.

Finally, there is significant statistical evidence to support the belief that participation in counselor training has definite impact on personal power in three of the six personal power stages; and though insignificant results were found to exist in other stages, participation in counselor training may be responsible for future development and movement in those stages as well.

Recommendations for Further Research

While significant differences within students’ personal power levels were found to exist as they progressed through the counselor training program, the study does have limitations. Time factors dictated that statistical data be derived from the testing of groups populated by different personnel rather than the more time consuming linear study (i.e., examining the same group of students at three stages of training).

A linear study would eliminate much of the contamination of results that occurs when assessing groups composed of different students having different levels of interpersonal skills, professional training and expertise, personal values, cultural and/or religious biasness, etc. This linear study, by assessing the changes in personal power levels of the same individuals, could also determine if change occurs across the stages

rather than solely looking for differences in personal power within these stages. This study could also examine the direction of the personal power change (i.e., increased or decreased levels of power).

Another possible study for the examination of student personal power development would be an assessment of counselor training impact on the individual's "home stage." Does participation in counselor training affect personal power to the extent that the result is "home stage" movement? For example, can participation in counseling training cause the individual's home stage to move from Stage II to Stage III.

It may be useful to conduct a study to determine if the PPP can be a suitable screening instrument for selecting students to begin training in a counselor education program. An example of this would be to determine if high scores in the area of "Powerlessness" would disqualify an applicant.

Before the PPP could be utilized for screening, a study would be needed to determine the average beginning scores that could be used as a reliable indicator for a successful experience in the counselor training program.

Finally, Hagberg (1994) believes gender plays a definite role in personal power development. If this is accurate, then a replication study, involving examination of gender differences in personal power levels among groups of counselor education students, would be of value to the counseling profession.

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Appendix A

Beginning Students' Scores

	Student	Stage I	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
(1)	A1	17	31	38	41	31	39
(2)	B1	18	33	35	41	35	44
(3)	C1	18	30	44	52	50	44
(4)	D1	21	40	40	44	39	33
(5)	E1	17	27	35	40	41	37
(6)	F1	25	28	39	39	34	35
(7)	G1	21	43	34	51	34	40
(8)	H1	17	33	37	45	40	34
(9)	I1	31	49	45	42	39	30
(10)	J1	26	43	39	31	34	31
(11)	K1	25	42	47	37	31	21
(12)	L1	18	30	39	34	41	36
(13)	M1	39	39	35	47	43	38
(14)	N1	32	36	42	41	44	29
(15)	O1	21	23	36	39	30	20

Appendix B

Practicum Students' Scores

	Student	Stage I	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
(1)	A2	25	29	38	37	34	30
(2)	B2	15	23	44	42	38	41
(3)	C2	21	29	27	33	33	26
(4)	D2	17	32	40	44	42	34
(5)	E2	15	23	37	39	37	40
(6)	F2	16	35	37	44	39	43
(7)	G2	20	33	39	32	32	27
(8)	H2	23	25	44	43	30	25
(9)	I2	25	40	33	32	31	24
(10)	J2	18	32	48	42	40	24
(11)	K2	19	26	40	34	32	30
(12)	L2	14	39	42	38	28	34
(13)	M2	29	32	41	42	29	31
(14)	N2	23	30	43	36	37	38
(15)	O2	17	31	41	41	28	37
(16)	P2	14	31	42	46	36	37

Appendix C

Graduating Students' Scores

	Student	Stage I	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
(1)	A3	22	30	42	53	57	42
(2)	B3	19	23	46	42	51	39
(3)	C3	19	32	41	41	35	39
(4)	D3	12	15	36	42	36	36
(5)	E3	27	38	46	38	41	40
(6)	F3	15	23	45	50	50	45
(7)	G3	14	27	35	44	47	43
(8)	H3	13	27	51	44	41	40
(9)	I3	25	33	51	31	41	32
(10)	J3	13	23	24	52	43	43
(11)	K3	12	17	45	41	40	32
(12)	L3	13	19	50	49	51	48
(13)	M3	30	30	37	36	32	27
(14)	N3	18	26	41	33	33	36

Appendix D

Statistical Analysis of Personal Power Data

Stage	Group	Mean	Standard Deviation	N	F	P
1	Beginning	23.07	6.617	15	3.207	.051
1	Practicum	19.44	4.516	16		
1	Graduating	17.86	5.895	14		
Stage	Group	Mean	Standard Deviation	N	F	P
2	Beginning	35.13	7.298	15	7.807	>.001
2	Practicum	30.63	4.926	16		
2	Graduating	25.93	6.451	14		
Stage	Group	Mean	Standard Deviation	N	F	P
3	Beginning	39.00	3.982	15	1.208	.309
3	Practicum	40.38	4.573	16		
3	Graduating	42.14	7.399	14		
Stage	Group	Mean	Standard Deviation	N	F	P
4	Beginning	41.60	5.680	15	1.540	.226
4	Practicum	39.06	4.611	16		
4	Graduating	42.57	6.756	14		
Stage	Group	Mean	Standard Deviation	N	F	P
5	Beginning	37.67	5.640	15	5.927	.005
5	Practicum	34.75	5.568	16		
5	Graduating	42.29	6.821	14		
Stage	Group	Mean	Standard Deviation	N	F	P
6	Beginning	33.40	7.079	15	3.949	.027
6	Practicum	32.56	6.335	16		
6	Graduating	38.71	5.676	14		

Appendix E

Post Hoc Significance

Stage	Group	Significance
2	Beginning	.001
2	Practicum	.148
2	Graduating	.136
Stage	Group	Significance
5	Beginning	.130
5	Practicum	.409
5	Graduating	.006
Stage	Group	Significance
6	Beginning	.095
6	Practicum	.936
6	Graduating	.041

Appendix F

Students' Home Stage Personal Power Scores

	Group I Beginning	Group II Practicum	Group III Graduating	Total
Stage 1	0	0	0	0
Stage 2	7	4	0	11
Stage 3	6	10	9	25
Stage 4	2	2	5	9
Stage 5	0	0	0	0
Stage 6	0	0	0	0
Students	15	16	14	45



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SCHOOL OF EDUCATION
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TELEPHONE (412) 396-5567
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Dear Participant,

In order to complete the requirements for a doctoral dissertation entitled An Examination of the Development of Personal Power among Trainees at Various Stages of the Counselor Education Process, at the School of Education, Duquesne University, I am requesting your help.

You are being asked to participate in a research project that seeks to investigate the development of personal power among counseling students at three levels in their training program. These three levels are (a) Beginning Student, (b) Pre-Practicum Students, and (c) Graduating Students.

There will be no risk to you as a participant and your total anonymity will be guaranteed. Your name will never appear in any survey or research instruments. No identity will be made in the data analysis. All written material and consent forms will be stored in a locked file in the researcher's home. Your responses will only appear in statistical data summaries and all materials will be destroyed at the completion of the study. You are under no obligation to participate in this study and you are free to withdraw your consent to participate at any time.

Please take a few minutes to complete the Personal Power Questionnaire. All questions are optional and all information, as stated, will remain confidential. Do not sign your name to the Personal Power Profile. Please return the completed Personal

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Power Questionnaire and your signed consent form to me using the enclosed envelope, at your earliest convenience.

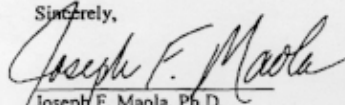
A copy of the results will be available in the Department of Counseling, Psychology and Special Education, Canevin Hall, Duquesne University, Pittsburgh, Pa.

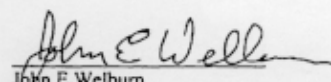
If there are any further questions, I can be reached at 412-761-7023.

Thank you for your time and consideration when completing this questionnaire.

Your help is greatly appreciated.

Sincerely,


Joseph F. Maola, Ph.D.
Department Chair


John E. Welburn
Ed.D. candidate



DUQUESNE UNIVERSITY
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CONSENT FORM

I have read that above statements and understand what is being requested of me.
I also understand that my participation is voluntary and that I am free to withdraw my
consent at any time, for any reason. On these terms, I certify that I am willing to
participate in this research project.

I understand that should I have any further questions about my participation in
this study, I may call Dr. Mary de Chesnay, Chair of the Duquesne University
Institutional Review Board (412-396-6553).

Participant's Signature

Date

Researcher's Signature

Date

Education for the Mind, the Heart, and the Soul

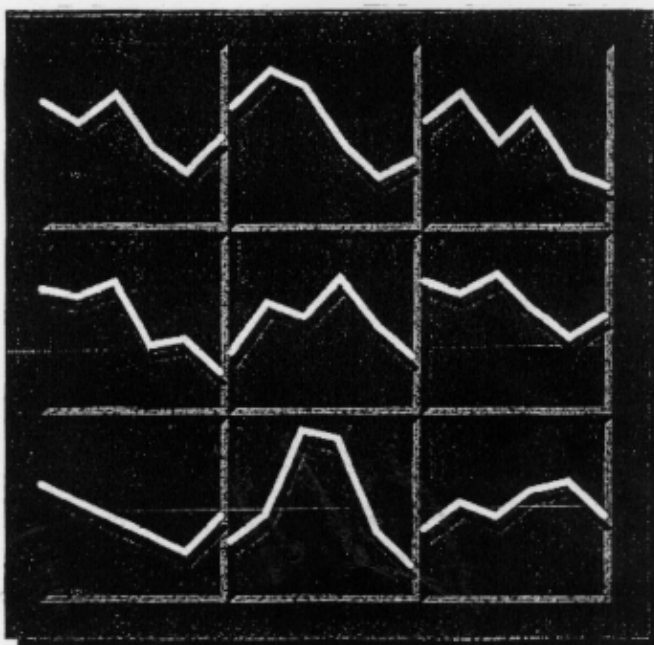
Appendix I

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An instrument designed to
measure an individual's
stage of personal power

PPPTM

Personal Power Profile



**PERSONAL
POWER
PRODUCTS**